

# More, Fewer, or the Same?

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**Reporting Category** Number and Number Sense

**Topic** Identifying two sets as containing more, fewer, or the same number of concrete objects

## Materials

- Cardstock
- Peel-off dot stickers
- Counters
- Mats (to display counters)
- More/Fewer/Same spinner template (attached)
- Paper clips and pencils
- File folders
- Work mats (attached)

## Vocabulary

*more, fewer, same, less, equal, numerals 0–9*

## Student/Teacher Actions (what students and teachers should be doing to facilitate learning)

Note: Prior to instruction, create dot cards as follows: Using half sheets of paper or cardstock and peel-off dot stickers, create dot cards showing patterns for numbers from 1 to 10. Use common number arrangements such as those on number cubes, dominoes, or ten-frames. Also, use combinations of smaller patterns, as well as patterns with one additional dot to show one more than.

1. Put the dot cards in a pile face down. Player 1 draws a dot card, places it face up, and places a counter on each dot to create the arrangement.
2. Player 2 spins the spinner behind an upright, open file folder used to conceal the spinner.
3. If the spinner lands on “Same,” player 2 displays the same number of counters on his/her mat. If the spinner lands on “More,” player 2 displays more counters on the mat. If the spinner lands on “Fewer,” player 2 displays fewer counters on the mat.
4. Player 1 looks at the two quantities and announces “Same,” “More,” or “Fewer.”
5. Player 2 reveals the spinner to determine whether player 1 was correct.
6. Players switch roles and continue the game.

## Assessment

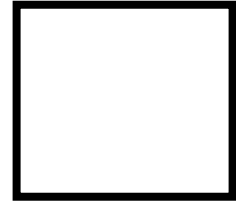
- **Questions**
  - “How do you know when both groups of counters are the same?”
  - “If the *arrangement* of the counters in two groups is different, can the number of counters be the same?”
- **Journal/Writing Prompts**
  - “Pick a number 1–10. Write your number inside the box on the ‘More Than’ work mat. Draw a picture that shows more than your number.”
  - “Pick a number 1–10. Write your number inside the box on the ‘Fewer Than’ work mat. Draw a picture that shows fewer than your number.”
  - “Pick a number 1–10. Write your number inside the box on the ‘The Same As’ work mat. Draw a picture that shows the same as your number.”
- **Other**
  - Have students make More/Fewer/Same Collections based on a number. For example, if the student’s number is 5, he/she would make a pile of counters to show more than 5, a pile to show fewer than 5, and a pile to show the same as 5.
  - Have students use dot cards or dominoes to find pairs that show the same quantity. You could also have students find a card that shows a quantity that is more than or fewer than a quantity shown on a given card.

## Extensions and Connections (for all students)

- Instead of using dot cards, have students roll a 0–9 number die.
- As students become more comfortable recognizing the patterns and quantities on the dot cards, have them make the patterns on a mat, not on the dot cards.
- Have students use the dot cards to determine one more than or one fewer than the set.
- Have players keep track of their turns with tally marks.
- Before players switch roles, have them match their arrangement of counters to a numeral card or write the numeral that corresponds to their number of counters.

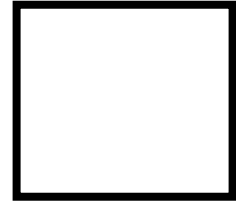
Work Mat

More Than



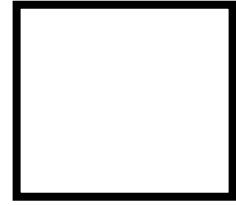
Work Mat

Fewer Than



Work Mat

The Same As



# Spinner Template

